

2000 ESPA Sample Form
Language Arts
Scoring Key

Item #	Correct Answer	Content Skill*
Writing Task A	See rubric	Generating Text
1	C	Recognition of Supporting Details
2	D	Interpretation of Textual Conventions and Literary Elements
3	A	Drawing Conclusions
4	C	Extrapolation of Information/Following Directions
5	B	Recognition of Text Organization
6	See rubric	Drawing Conclusions
7	See rubric	Interpretation of Textual Conventions and Literary Elements
Writing Task B	See rubric	Generating Text
8	C	Recognition of Central Idea or Theme
9	B	Extrapolation of Information/Following Directions
10	C	Drawing Conclusions
11	D	Recognition of Supporting Details
12	C	Prediction of Tentative Meanings
13	See rubric	Paraphrasing/Retelling
14	See rubric	Forming Opinions

Scoring Instructions

Official scores for open-ended items on a live test are derived from two independent readings of each student response. If you do not plan to use a second scorer, simply assign the same score twice. *Responses that are unintelligible, not in English, off topic, not responsive, or only a partial fragment are assigned a score of zero points.* If you have difficulty deciding on a score point or feel a particular response lies between two score points on the rubric, you may assign “split” scores (i.e., 2 and 3). Based on the item type, the two scores are either added together or averaged (which can result in half-points) in computing the total number of points earned.

To compute the total score, add the following:

- Score for Writing Task A (sum of two scores - minimum of 0 or 2 points, maximum of 12 points possible)
- One point for each correct answer on multiple-choice items (maximum of 10 points possible)
- Scores for four open-ended items 6, 7, 13, and 14 (average of two scores for each item – minimum of 0, maximum of 4 points possible for each item or 16 total maximum points possible)
- Score for Writing Task B (sum of two scores - minimum of 0 or 2 points, maximum of 12 points possible)

Total of 50 maximum points possible.

*Refer to the *Directory of Test Specifications and Sample Items for the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA) and High School Proficiency Assessment (HSPA) in Language Arts Literacy*, published by the New Jersey Department of Education in February, 1998 for further information.

2000 ESPA Sample Form Language Arts Score Interpretation Guide

The New Jersey Department of Education is pleased to provide the ESPA sample forms as tools for gauging student achievement prior to the live administration of these tests. Although the sample forms contain previously tested items and are built to specifications *similar* to the “real” test, they are not the “real” test. As such, these sample forms are not intended to predict student scores on the ESPA. There are several reasons for this:

1. Student performance on these or any test will vary from day to day.
2. The sample forms will be given under less standardized conditions than the conditions used for the live tests.
3. The sample forms will be scored locally without the extensive training and accuracy measures required for the live tests.
4. Continued instruction will occur in the time between the administration of the sample form and the live test.

However, these sample forms can be used to screen for students who may have difficulty reaching the Proficient level. Also, by examining items that a student or group of students (e.g., a classroom) answer incorrectly, teachers can identify possible weaknesses. Individual student performance on these sample forms can be interpreted as follows:

Level	Score Range	Indication
1	0 – 25.5	There is a good chance that the student would <u>not</u> score at the Proficient level.
2	26 – 32	There is a good chance that the student would score just above or just below the Proficient level cut-score.
3	32.5 – 50	There is a good chance that the student is at or above the Proficient level

The New Jersey Department of Education highly recommends that teachers use sample form results as only one piece of information when determining the instructional needs of a student or group of students.

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and closing 	<ul style="list-style-type: none"> Has opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unlaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive mono/ony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NON-SCORABLE RESPONSES*	(FR) Fragment	Student wrote too little to allow a reliable judgment of his/her writing
	(OT) Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	(NE) Not English	Student wrote in a language other than English.
	(NR) No Response	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of formations Correct construction 	<ul style="list-style-type: none"> Skills intact in: <ul style="list-style-type: none"> Spelling Capitalization Punctuation

SCORE SCALE POINT 1

The response indicates an INADEQUATE COMMAND of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.

USAGE

may display severe/numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, word choice, and use of proper modifiers.

SENTENCE CONSTRUCTION

may demonstrate an assortment of grammatically incorrect/incomplete sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.

MECHANICS

may display errors in mechanics so severe as to detract from the meaning of the response.

SCORE SCALE POINT 2

This response indicates a **LIMITED COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions, making it difficult to move from idea to idea. Details are presented with little, if any, elaboration--highlight papers.

USAGE

may have numerous problems with usage, but they are not totally out of control.

SENTENCE CONSTRUCTION

may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

MECHANICS

may display numerous serious errors in mechanics.

SCORE SCALE POINT 3

This response indicates a PARTIAL COMMAND of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

may not have an opening **and/or** a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly **shift** focus; however, in these papers, at least one of the subjects focused upon clearly meets the criteria for a 3. For example: some 3 papers are sparse--they have several details with a little elaboration, but they are organized and controlled; some 3 papers will ramble somewhat, repeating ideas resulting in a lengthy response that otherwise would be sparse; and other 3 papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

USAGE

may display a pattern(s) of errors in usage

SENTENCE CONSTRUCTION

may demonstrate little variety in syntax structure and/or rhetorical modes. There may be errors in sentence construction.

MECHANICS

may display a pattern(s) of errors in mechanics

SCORE SCALE POINT 4

The response indicates an ADEQUATE COMMAND of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat, and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.

USAGE

may display some errors in usage, but no consistent pattern is apparent.

SENTENCE CONSTRUCTION

may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.

MECHANICS

may display some errors in mechanics, but these errors will not constitute a consistent pattern, nor do they interfere with the meaning of the response.

SCORE SCALE POINT 5

This response indicates a **STRONG COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically from beginning to end. The key ideas are developed with appropriate and varied details. Clusters of ideas are strongly connected. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.

USAGE

have few errors in usage

SENTENCE CONSTRUCTION

demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.

MECHANICS

have few errors in mechanics.

SCORE SCALE POINT 6

This response indicates a **SUPERIOR COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

have an opening and closing. The responses relate to the topic and have a single, distinct focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. A variety of cohesive devices are present, resulting in a fluent response. Many of these writers take compositional risks resulting in highly effective, vivid, explicit, and/or pertinent responses.

USAGE

have very few, if any, errors in usage.

SENTENCE CONSTRUCTION

demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.

MECHANICS

have very few, if any, errors in mechanics.

WRITING TASK

Score: 1

Sample #: 1

I thing that are a woman and man. take something about that qivat or they are fiods the qivat and they enfieds the qivat for the nighth or they fieds the qivat for tonight or for today for speeing tonight or for today to be speeing on from the hovas to be speeing at home or to be play or they going to put in a boat or to they've fhoot of they've hovas or the fhoot of her or his boat or they've boat or to the fhoot of her home or hais or to his fhoot to they've fhoot to be speeing on it and I thing that what going to de doing or to they've fhoot of to be people speeing and as will they are speeing to have the qivat.

SCORE POINT: 1

This response focuses on the topic and includes details. However, severe errors in sentence structure, usage, and mechanics significantly detract from meaning and prevent this paper from receiving a higher score.



WRITING TASK

Item: Writing Task A

Score: 1

Sample #: 2

I see a kite in the sky
and I see a men and Women
Who do something.
I see too a men Working
in a boat. and a people
Work in a boat.
and I see a person
prepare a canoe.

SCORE POINT: 1

The few details in this brief expository response are vague and repetitive.



Item: Writing Task A

WRITING TASK 1

Score: 1

Sample #: 3

The people are slaves. The people are hoping for freedom. Then god comes down and says free my people. Then it was a war it was Good vs Evil god wins black people are free.

SCORE POINT: 1

This minimal response to the topic attempts to connect some information, but, overall, has only barely apparent details. More development is needed to achieve a higher score.



WRITING TASK

The Beach

The boy and girl were fixing this towel so when their kids got out from the ocean they can drink and eat lunch. They ran out of the ocean they ate. One of the kids wanted to take a boat out. The sand did not let him get it out.

SCORE POINT: 2

This narrative response is focused on the topic. There are few transitions between ideas, and the details lack elaboration. Although they do not detract from meaning, there are numerous errors in sentence structure and mechanics.



WRITING TASK 1

Score: 2

Sample #: 2

once upon a time there was a Man
who celebrat the Little island. but no one wanted
to celebrat the island day only him. so what
he craide I am having much fun. he put music,
he Cookd cake and bread, mm they said they
ran to the man saying I want to celebrat
whit you oky. said the man smileing. Then when
they wher all finish they all lahfst ha ha
they told the man you velly think we wanted
to celebrat whit you? yes he answerd.
no they saide. then why did you eat all my
food. because it smelld delishas. he cride
and told evryone wher do yo live? the
answer in the village so whay dont yo celebrate
whit me evryone cride with him saying that
is tru then they said let's clebrait with
him okay. they said let's make a surprais
for him. yes they said he saw cakes, cookies
bread and more he was surprais d.



WRITING TASK A (co

So Then every week They celebrate
The island day. the end.

SCORE POINT: 2

This extended narrative response focuses on the topic and has a clear organizational pattern using transitional devices. It also includes many elaborated details. Although the numerous errors in sentence construction and mechanics do not detract from meaning, they do prevent this response from receiving a higher score.



WRITING TASK

The people are going to the beach. They are having fun at the beach. Alot of the people are going in boats. Some of the people are helping eachother. The people might be going in the water to swim. It looks ilike people are going to have a picnic at the beach. Some people are probleby is going fishing for they're picnic. Everyone is doing different things.

SCORE POINT: 2

This "highlight" expository response focuses on the topic. However, there are few transitions between ideas, and the details lack elaboration.



WRITING TASK 1

01 0501-00123

What I think about this picture is maybe they're going to have a party. They might have canoes so they can race and a fence to keep kids safe from going in the water. I think probably is a holiday and they are having fun. The kids stay behind the fence playing with younger kids and the mothers go canoeing with the fathers. The teenagers stay watching the younger children and playing with them.

SCORE POINT: 3

This brief expository response has a thematically unified focus (party) and includes details that elaborate upon that single idea. The single focus of this paper allows it to move beyond the "highlight" level and achieve the higher score.



WRITING TASK

Score: 3

Sample #: 2

01 01,01-00131

One day there were people on a island that were helping each other make houses for themselves. On that island there were kids playing, people caring sticks to make houses, and people on boats. The weather there was very sunny and hot. The people there were happy to make their new homes. It took the people there six months to make homes. When finally they made their homes. Every morning they wake up early to look for food. at lunch they ate and left some food for later. They thought the island was a great place to be. So they stayed and lived happy ever after.

SCORE POINT: 3

This brief narrative response has a single focus. Although there are some organizational lapses and unelaborated details, this paper has enough sustained, appropriate development to demonstrate a partial command of writing.



WRITING TASK

01 0601-00155

A girl named Sue went to the beach and meet a friend. Sue was walking and bumped into a girl named Anna. They said hi and started to be good friends. Sue told Anna, "Do you want to meet my family," she said, "Sure." They went and her family she hi and started to talk. Sue's family really liked her. So Sue asked her mom for money to go to the ice cream store. They went to the place by the beach and got ice cream. Anna said, "Thank you for the ice cream." Sue said, "Your Welcome." Anna said, "Why don't we go swimming" Sue said, "Let's go!" After that Sue had to go home. Then Sue said, "Bye nice meeting you." That's what happened when Sue went to the beach and meet a nice friend!

SCORE POINT: 3

This narrative response has a single focus (what happened at the beach). The elaboration of details remains fairly general, but overall, the ideas of the paper are connected by transitional devices and a solid, narrative organizational structure.



WRITING TASK

Once upon a time there was a small village. There was a girl who lived in that village.

Her name was Ariana and there was a boy who lived there.

His name was Jason.

One day Ariana made Jason a table cloth. The next day

Jason went over to Ariana's house to give her something. When

Ariana came to the door Jason

had given Ariana the same table

cloth back. Ariana said, "Why did

you give it back?" Jason said, "I

didn't." "Then where did this

come from", Ariana said. "I made

it", said Jason. "I made you one

since you made me one. "So last

night I went and got the materials



WRITING TASK A (c)

and made you one," said Jason.
 "Thank you," said Quiana.
 "No, thank you," said Jason.

SCORE POINT: 4

This narrative response has a single focus. Additionally it employs a solid organizational structure with an opening and closing and transitions between ideas. Although it includes details that are somewhat general and unevenly elaborated, they are connected well enough to demonstrate an adequate command of writing.



WRITING TASK A

What I see in the picture on page 4 is people getting their canoes ready for going out into the ocean or sea. I also see two people helping each other out or making something like a fence. Something else on what I see is that people are wearing little rags. We get regular cloths like a sweat-shirt or something warm.

I feel bad for them because in the winter they must be cold. I see that there is coco-nut trees so they could get food. If there wasn't any coco-nut trees, the people would starve to death. There is an island, that means that there

WRITING TASK A (continued)

might be something to drink.

If they don't have anything to drink they might die.

There is lots of people and lots of canoes for all of the different people. There are some blacks and some whites. That could mean that the whites might not include blacks because they have different color skin.

I don't think that some people are going to survive.

SCORE POINT: 4

This expository response has a single focus although the ideas are loosely connected to each other. The paper is generally organized around the clusters of elaborated details connected by transitional devices. Some details are less elaborated than others, making the overall elaboration "uneven." The few errors in usage, sentence structure, and mechanics do not constitute a pattern of errors, nor do they interfere with meaning.



Page 8

**DO NOT GO ON UNTIL YOU
ARE TOLD TO DO SO.**

PLEASE DO NOT WRITE IN THIS AREA



544576

WRITING TASK 1

My Night At Chunke Beach

"Hi! My name is Obla (ōblā). I live here in Africa. Tonight my family and I are going to Chunke (chūnkē) beach. It is Friday, and we always go on Fridays to Chunke Beach and have a picnic."

"Hey, Obla, hurry up!" shouted Ache. (āchē) "Yes, brother, I'm coming," said Obla. "Now we are leaving for Chunke Beach. Ache, my brother, is always early for things, so I guess I could wait a couple more minutes to go."


"Obla!" shouted Josca. (jōscā) "Coming mama," said Obla. "Josca is my mama. My father is Manch. (mānch)" Obla, if I have to tell

WRITING TASK A (col

you one more time you'll be
sent to your room with no picnic,"
shouted Manch.

"Be on my way in one second!"
"No Ob/a NOW!" screamed March.

"On the way to Chunke Beach I saw a rare Humping Fish, and an African Kangaroo. When we got there it was 6:30^{pm.} We found a spot on the beach and I helped Ache with the picnic blanket.

I went swimming as soon as all was set up. I saw two whales and an electric eel. I wish I could do this every night, not just on Fridays. "Obla time to leave," said mama. "Coming," said Obla. 

SCORE POINT: 4

This fluent narrative response has a single focus. It contains many details, but the overall elaboration of them is uneven. The narrative organizational structure is strong and without flaws or lapses. The paper also demonstrates the consistent use of transitions between its key ideas.

WRITING TASK A

One day, on an island close to Africa, a husband and wife decided to make a house.

"Boy, this is hard work," said the husband. "This could take forever!" he said.

"You said a mouthful. I'm so hungry I could eat a hog, head first!" said the wife.

Meanwhile, some fishermen came to shore in their boats.

"Ha, ha! Tired of making a new home!" taunted one fisherman.

"Hey! Can't you see they're tired and hungry?" said another fisherman.

"Yeah! I say we help them, and give them some fish!" said another fisherman.



WRITING TASK A (cor)

I + took many long, hard
days, but + they completed the
house.

"Hey, I'm sorry I taunted you,"
said the fisherman. "Yet, it's a
fine house!" he said. He patted it
three times. Then the house
fell down. Everyone fell down
and laughed.

THE
END

SCORE POINT 5

This fluent response has a single focus. It achieves a sense of unity and coherence due to its single focus and the logical progression of details. Additionally, the writer attempts successful compositional risks throughout such as the creative use of dialogue and the overall creative concept behind the paper.



WRITING TASK A

I think this picture is people at a beach. People are having fun. Some people are swimming. Some are boating. And some are just laying down to get a tan. There is sand under their feet and some trees scattered around. There are many colors. The water glistens. The children run around. Everybody is happy and joyous. But all of a sudden someone screams shark!!! Everyone rushes to get out of the water. All the people panic. A boat pretty far out doesn't hear the cry. All of a sudden there is a bump from underneath the boat. It tips over!!! And then... a snap of a jaw from the shark. They tried to get loose but it was no use. They were gonnors. They have never been found since. The beach was closed up for

WRITING TASK A (continued)

a year but then reopened. Everything
was nice and peaceful but then.....
It on Don!!!!

The End



**DO NOT GO ON UNTIL YOU
ARE TOLD TO DO SO.**

WRITING TASK A

It was a clear, beautiful day, the sun shone brightly over the horizon, there wasn't a single cloud in the sky. Asumi, a young African man woke up, as he did everyday at this time. Asumi was tall, and handsome, with black strands of hair parted over his head. Asumi decided to go for a morning stroll for there's only a small occasion when the day was this nice. He strolled through the beautiful bushes, and waterfalls, and canyons, through glorious insects and butterflies. When he got back he met up with his wife, who was making

WRITING TASK A (cc)

another rug of hers.
But these were not for
decoration; they were for
money. They needed money to
get their sick dog, Shallama,
an antidote. Or he could
die. A shop owner buys
rugs for good sums of
money. "It's going to be
all right boy," Asumi assured
his dog. But it wasn't
all right. The rugs
just didn't cut it.
And sadly, Shallama
died. Asumi and Ayaki cried
and cried. But suddenly,
a light flashed, and a ghost
that resembled Shallama came.
"Don't worry, it said. "I am
alright."

ESPA Language Arts

Item: Writing Task A

Score: 6

A “6” response is focused, fluent, rhetorically sophisticated, and syntactically varied. The writer maintains control over the development of the text, sustaining images and concepts throughout the piece, providing full, clear, and effective elaboration, and making use of varied cohesive devices that contribute to the progression of ideas. Characteristics of a “6” response include varied sentence structure, vivid word choice, and effective use of literary elements and devices such as metaphors, dialogue, and rhetorical questions, which result in an explicit and pertinent response.

04100-9998 TO

I remember my angel P. making
me, my cazen, and my brother laugh.
He was tickling us. We was at his
house. It was a boy's night out.

WRITING TASK

The funny thing about it
was that I told a story I
was a old man from South Park.

01 8549-00475



WRITING TASK

Paul mad me laugh in math
class 3 days ago. He made noises.
The noises where funny. He was yelling
at the lawn mower cause it was loud.

WRITING TASK

31400-6458

TO

My best friend Ashley and I make each other laugh. Or when my dad makes us laugh for example: When my dad put his sun glasses on the back of his head and singing to himself. That was really funny. But - sometimes I can be funny too. Or when my dad said or do other funny stuff. And some people in my class are funny too. Or when my dad says I run like a duck. Or when my dad plays basketball with me he can be funny too. He's a really funny person. Plus everyone else I talked about.

WRITING TASK

One thing that was really funny that I said was when I asked a question and the question that I said was right and my friend said "no really" and I said "no for fake". I thought it was funny because that was the funniest thing I ever said. My second reason why I think that was funny was because everyone around me laughed really, really hard. When I went home after that I told my whole family and they laughed hard too. So that's what I think that was funny that I said.



WRITING TASK

Hi my name is Stephanie. I go to school in I am going to tell you about what I though was really funny. One day I was watching a terrible video of a Wedding and the little girl went to the church and waited for the bride to come in and when she came in the little girl stepped on her beautiful white dress and her dress was ripped and you can see her underwear but the bride did not notice that her dress was ripped and everybody was smiling and laughing but when her husband told her she got so so embarrassed that she ran out of the church went home to change and after that she was never to be

Item: Writing Task B

Score: 2

Sample #: 3

WRITING TASK (coi

seen ever again.

If you have time, you may review your work in this section only.

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**DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.**

PLEASE DO NOT WRITE IN THIS AREA



553628

22-6.

The funniest thing ever happened was when my cousin told me a funny joke. When he told the joke we laughed so hard that our stomach was hurting. The joke was, "What do you call two banana peels?" and the answer was a pair of slippers. So I don't know why but me and my cousin laughed hard.

He told me this joke because we're like best friends and also I don't get to see him a lot. I don't get to see him a lot because he lives far away. I think the joke was funny because well I don't know. But it was just funny.

For example, if someone told you a real funny joke wouldn't you laugh hard? Well that's how I felt. And everytime my cousin comes he tells me this joke. Then we laugh together. He told me a lot of jokes but this was the funniest one.

So that was the funniest thing in my life. And this joke was real funny. That's why it was funny.

WRITING TASK

The Joke

One stormy evening my friend and I were playing and then we started telling jokes, none of hers were funny but all of mine were. Then I told her, How do you make a tissue dance? She said I don't know then I told her put a little boogie in it. Then the funniest thing happened when she was drinking juice she started laughing and the juice came out of her nose it was so funny. Then I said another joke and she laughed even harder I said what did the mayonaisse say to the refrigerator? then she said I don't know. Then I said close the door I'm dressing.

WRITING TASK (cor)

But the same exact thing happened
when she ~~was~~ drinking her juice
it came out her nose. Then I
said I'm never telling that joke
again. She asked why I said
you don't want to know.

If you have time, you may review your work in this section only.



DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.

WRITING TASK

I made somebody laugh by telling them a joke. My joke was, What do you wear when you go running? The answer was your underwear. My mom was drinking milk and it came out of her nose. She tried to get me to laugh by scaring me but it didn't work. Then she tried telling me a joke, her joke was really corny, it didn't make me laugh. It was near my birthday so she had a surprise party but that didn't work. Then one day she got me back she got a really funny joke off the computer and guess what she made me laugh. I laughed all day and all night, I stopped laughing in the morning. I was funny because it had a big hairy

WRITING TASK (cc)

Item:

Writing Task B

Score:

3

Sample #: 3

giant. The joke was how did the
big hairy giant get to the top of
the castle to get Sleeping Beauty?
The answer was he climbed his
hairs. That's the funniest joke
I've ever heard.



If you have time, you may review your work in this section only.

DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.

Page 8

PLEASE DO NOT WRITE IN THIS AREA



573136

28-6

01 3549-00452
One time in Gym class we were playing a game. It was a kind of tag game. When we started playing the game, My friend did something that was against the rules. She had to sit out for the whole game. When gym class was over, she was crying. I felt bad for her, so I went over to her to try to make her feel better. There were already a lot of girls trying to comfort her when I went over to her. I went up to her. I didn't know what to say. But then I decided how I could

WRITING TASK (cc)

make her laugh. What I
did is I went up to her,
made a really funny face
and I said, in a really
funny voice, "Oh, don't
worry, it will be O.K."
Right at that moment,
everyone burst out
laughing. Even the girl
who was crying. Even
I was laughing a little.
Right then I felt really
happy. At first, I thought
I would never make
my friend laugh. But I
did. And I felt really
good about it.



If you have time, you may review your work in this section only.

DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.

WRITING TASK

A Dilly's Knock-Knock Joke

I am going to tell you about a joke that I learned at age five. After two years had past and I was seven, and I told it to somebody.

It all started in kindergarten when I was five. I had been there for a few months so I was used to it and I had friends. One of my friends named Kathleen came up to me.

She asked me if I wanted to hear a knock-knock joke. I said yes. After she told me the joke, I thought for a moment and started laughing.

Then two years later, when I was seven, I remembered the joke. That same day I was going to my mom's daycare so I decided to tell someone there.

WRITING TASK (cc)

When I arrived at my mom's daycare, I saw my friend Barbara. I asked her if I could tell her a joke. She said yes so I told her and this is how the joke goes.

I said "Knock-knock." She said "Who's there?" I said "Banana." She said "Banana who?" I said "Knock-knock." She said "Who's there?" I said "Banana." She said "Banana who?" I said "Knock-knock." She said "Who's there?" I said "Banana." She said "Banana who?" Finally I said "Knock-knock." She said "Who's there?" I said "Orange." She said "Orange who?" I said "Orange you glad I didn't say banana?" Then we started laughing together.

If you have time, you may review your work in this section only.



DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



550942

8-5

WRITING TASK

Laugh Attack!

One nice day last year, I was at choir practice for my church. I sat next to a girl named Alison. She had bright, bright blonde hair. She went to catholic school and was wearing a green plaid dress - it was her uniform.

It was a Thursday afternoon. I had just come from school. We were practicing a song (I don't remember the name) that was written in spanish and English. I was being silly and started singing in spanish while everyone else was singing in English.

I sung in a soft voice, but a really high one like old ladies do. Alison started laughing to herself at first, but then she just laughed so hard! No.

WRITING TASK (co

One else could here her except maybe the person sitting next to her, but Everyone was singing so loud! That's why no one could here her laughing. But she laughed so much, she couldn't stop! she laughed throughout almost the whole choir class!

She finally stopped when it was time to leave, but I will not forget that day. (That whole laugh was only over a weird voice!)



If you have time, you may review your work in this section only.

**DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.**

ESPA Language Arts

Item: Writing Task B

Score: 5

A “5” response provides a clear focus on the topic, in this case a time when the writer made someone laugh or was made to laugh by someone else. Key ideas are organized and developed with specific details and sufficient elaboration to give the reader a sense of having read a unified piece. A “5” response may contain some errors in syntax, spelling, or punctuation, but the errors will not detract from the purpose or structure of the text. However, the writing may be flawed. It may not be fully developed, it may have a lapse in organization, or the writer may have introduced some ambiguity by introducing a minor inconsistency.

ESPA Language Arts
Item: Writing Task B
Score: 6

A “6” response is focused, fluent, rhetorically sophisticated, and syntactically varied. The writer maintains control over the development of the text, sustaining images and concepts throughout the piece, providing full, clear, and effective elaboration, and making use of varied cohesive devices that contribute to the progression of ideas. Characteristics of a “6” response include varied sentence structure, vivid word choice, and effective use of literary elements and devices such as metaphors, dialogue, and rhetorical questions, which result in an explicit and pertinent response.

OPEN-ENDED SCORING RUBRIC

For Reading, Listening, and Viewing

Sample Task: The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

1.

ESPA Language Arts

Item: 6

Write your answer on the lines below

Score: 0

Sample #: 1

Timur and his Brothers lives far out in the middle of the Ailinglapalap atoll, a tiny ring of islands the Ailinglapalap lagoon to Jebi island. Timur said nothing He loved to have the fine net which would bring him luck fishing - the first son quickly, "I would take you, but my canoe cannot fit two. A mother spoke up, "I would take you, but I fear the ocean spray would Ruin your skirt.



6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

2.

ESPA Language Arts

Item: 6

Score: 0

Sample #: 2

Write your answer on the lines below.

They were looking in there eyes, want they made the Sald. Is wane they gave the bodys the fashing.



6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

Loving	Worried
Unselfish	Helpful
Honest	Th

4.

ESPA Language Arts

Item: 6

Score: 0

Sample #: 3

Write your answer on the lines below

1. TIMUR AND HIS MOTHER TO STOP THE WIND



6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

G2

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

ESPA Language Arts

Write your answer on the lines below.

Item: 6

Score: 1

Sample #: 1

1. he is Loving to he mom and sister,

2. he is Unselfish to he friend and family

3. he like to helpfut he mom and sister.

Score Point: 1

TURN TO THE NEXT PAGE



(62)

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him. **G3**

Loving	Worried
✓ Unselfish	Helpful
Honest	✓ Thoughtful

ESPA Language Arts

Item: 6

Score: 1

Sample #: 2

Write your answer on the lines below.

1. Unselfish. I think Timur was unselfish to let his mom come along.
2. Thoughtful. I think he's thoughtful because he let his mom go with him.
3. Helpful. I think it was helpful for his brother to get the extra paddle.

Score Point: 1

TURN TO THE NEXT PAGE



100

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him. **G4**

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

ESPA Language Arts

Item: 6

Score: 1

Sample #: 3

Write your answer on the lines below.

He was loving the wind. He was worried about the race. He was honest to his mother.

Score Point: 1

TURN TO THE NEXT PAGE

44

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

G 5

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

ESPA Language Arts

Item: 6

Write your answer on the lines below.

Score: 2

Sample #: 1

Thoughtful He let his mother come with him in a canoe
 Helpful he told everybody how to make a sail
 Worried he was worried when he went hunting and her mother.

Score Point: 2

TURN TO THE NEXT PAGE



11

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

G6

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

ESPA Language Arts

Item: 6

Score: 2

Sample #: 2

Write your answer on the lines below.

He is unselfish because instead of being in the race by him self he let his mother race with him

He was worried about his when it was a storm.

Score Point: 2

TURN TO THE NEXT PAGE



69

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

G8

Loving	Worried
Unselfish	Helpful
Honest	Thot

ESPA Language Arts

Item: 6

Score: 2

Sample #: 3

Write your answer on the lines below

Timur loved to listen to her tell of the tides that filled and emptied the lagoon, of the currents that moved like eels beneath the green water, and coral reef, whose jagged teeth were as sharp as a shark's.

Timur, worried about his mother, ran through the whipping trees to Likantur's hut.

Timur many sails with Likantur's help and he showed his brothers how to use them.

Score Point: 2

TURN TO THE NEXT PAGE



41

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

G10

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

ESPA Language Arts

Item: 6

Score: 3

Sample #: 1

Write your answer on the lines below.

Helpful: He helped his brothers to build sail boats and how to use them.

Worried about his mother ran through the whipping trees to Lukatur's hut.

Unselfish Timur wasn't unselfish to take his mother to Jek island.

Score Point: 3

TURN TO THE NEXT PAGE



24

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

G11

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

ESPA Language Arts

Item: 6

Score: 3

Sample #: 2

Write your answer on the lines below.

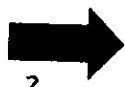
Loving- "Come share my canoe, Mother."
He let his mother share a canoe.

Worried- Timur worried about his
mother, ran through the whipping
trees to Likantur's hut,

Unselfish- Timur, the youngest kept
quiet during these times.
I think he was unselfish because
he did not brag.

Score Point: 3

TURN TO THE NEXT PAGE



(55)

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

G12

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

ESPA Language Arts

Item: 6

Score: 3

Sample #: 3

Write your answer on the lines below.

Timur is unselfish unlike his brothers because he let his mother ride with him in the canoe. He is never selfish about any thing.

Timur is loving because he loved his brothers so much. He taught them how to make sails with the help of his mother.

Timur is thoughtful because he thought of his family after he won the race by teaching them the things he learned.

He is thoughtful because he listened to Likantor's stories.

Score Point: 3

TURN TO THE NEXT PAGE



06

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

ESPA Language Arts

Item: 6

Score: 4

Sample #: 1

Loving

Worried

Unselfish

Helpful

Honest

Thoughtful

Write your answer on the lines below.

Timur is unselfish because he is the only one who thought of his mother and not winning the race, and gave her a ride. He was worried because he thought he wasn't going to win the race because he wasn't big and strong, but it didn't matter that much to him. He is thoughtful because he thought that he shouldn't leave his mother there because she does everything for him, but his brothers didn't think about that.

Score Point: 4

TURN TO THE NEXT PAGE



6. Choose three words from the box below that could describe Timur. QI
9
Find an example from the story for each of your three words, and tell how each word describes him.

ESPA Language Arts

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

Item: 6

Score: 4

Sample #: 2

Write your answer on the lines below.

Timur is a thoughtful boy. He thought of his mother and that helped him win the race. He thought of putting the paddle on the part of his mother's roof to catch the wind and it worked, it caught the wind. Timur is unselfish. He said to his mother, "Come share my canoe mother." That shows he doesn't only think of himself.

Timur is loving. He never said, stay away or leave me alone, he always stayed back but when help was needed he rescued. He helped his mother with the roof to her hut and that's loving.

Q II

6. Choose three words from the box below that could describe Timur. Find an example from the story for each of your three words, and tell how each word describes him.

3

ESPA Language Arts

Loving	Worried
Unselfish	Helpful
Honest	Thoughtful

Item: 6

Score: 4

Sample #: 3

Write your answer on the lines below.

Unselfish - All of his brothers would not take their mother with them, because they were greedy, and all they cared about was winning the race.

Worried - Timur was worried that he would not win the race, but he never gave up and he went places. You achieve things that way.

Thoughtful - When Timur's brothers refused to take their mother, Timur thought of all she had done for him and his family and she needed something in return, so he took her, knowing that now with all that.

Page 19

TURN TO THE NEXT PAGE

might, his chances were slim to winning the race.

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each of your examples means. *G*

ESPA Language Arts

Write your answer on the lines below.

Item: 7

Score: 0

Sample #: 1

high winds

has a cold frost feel the
cold on your neck.Dragon breathFeel dragon breath
smell the odor the breath
if scary fire that come
out of mouth.

Score Point: 0

DO NOT GO ON UNTIL YOU
ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



579903

(28)

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each

ESPA Language Arts

Write your answer on the lines below.

Item: 7

Score: 0

Sample #: 2

The grass looked like tiny waves on a breeze day. Because the wind moved it.

The trees looked like ghost on halloween night. Because the wind made them shake.



Score Point: 0

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



579840

86

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each of your examples means.

Q1
20

ESPA Language Arts

Write your answer on the lines below.

Item: 7

Score: 0

Sample #: 3

he makes pictures



7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each

ESPA Language Arts

Item: 7

Score: 1

Sample #: 1

Write your answer on the lines below.

Thwack - he hit the coconut.

logos - to look.

ruffled - lot of wind



Score Point: 1

DO NOT GO ON UNTIL YOU
ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



618034

8

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark". Find two examples like these, and list them. Explain what each

ESPA Language Arts

Item: 7

Score: 1

Sample #: 2

Write your answer on the lines below.

The mean dancing waves are like they are dancing. The mean jagged teeth are like the reef being rough.



Score Point: 1

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



570431

85

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each

G5

ESPA Language Arts

Item: 7

Score: 1

Sample #: 3

Write your answer on the lines below.

"One minute it will sleep next roar!"
It means that the wind would stop and then roar.

"I thought it might prove useful."
The leaves from the roof might help.



Score Point: 1

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



617950

63

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark." Find two examples like these, and list them. Explain what e

68

ESPA Language Arts

Item: 7

Score: 2

Sample #: 1

Write your answer on the lines below

"One minute it will sleep the next it will roar" one minute it is not there the next it is.

"Such a distance" such a long way



Score Point: 2

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



570424 (11)

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark". These are descriptive words. Write these, and list them. Explain what each

ESPA Language Arts

Item: 7

Score: 2

Sample #: 2

Write your answer on the lines below.

Timer looked into Likator's eyes, and a seed of excitement began to grow inside him. That means that he began to get excited in the race and started to have fun with Likator (his mother). He probably thought that Likator was having fun too!



Score Point: 2

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



570448



06012041

G10

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each

ESPA Language Arts

Item: 7

Score: 2

Sample #: 3

Write your answer on the lines below.

The word that was likely was "the mind has great powers". It means that it has a lot of force and one minute it is like the the minute it goes.

Another word that was likely is "ocean sprays". It was likely because the oceans could bring tidal waves and spray water.



Score Point: 2

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



618438

26

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark." Find two examples like these, and list them. Explain what each

ESPA Language Arts

Item: 7

Score: 3

Sample #: 1

Write your answer on the lines below.

"One minute it will sleep, the next it will roar," means that it will be calm and the next it's wild.

"To catch the wind," means that the wind will push them.



Score Point: 3

DO NOT GO ON UNTIL YOU
ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



618397

88

G12

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each

ESPA Language Arts

Item: 7

Score: 3

Sample #: 2

Write your answer on the lines below.

Wind roars like a lion. That means
that the wind is so strong it roars.
A seed of excitement grew in him.
That means he was so happy like
he is astonished.



Score Point: 3

DO NOT GO ON UNTIL YOU
ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



579886

51

13. Let
it

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each

ESPA Language Arts

Item: 7

Score: 3

Sample #: 3

Write your answer on the lines below.

The author wrote "One minute it will sleep," ^{the next it will roar.} She means One minute the wind will be soft and quiet and peaceful but then it will blow hard and rough. The author wrote "We have caught the wind!" She means that the wind is pushing the boat along. The wind is coming from behind and pushing ^{them} along very fast.



Score Point: 3

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PLEASE DO NOT WRITE IN THIS AREA



544713

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what each of your examples means.

ESPA Language Arts

Write your answer on the lines below.

Item: 7

Score: 4

Sample #: 1

① The Currents That moved like eels.
I think this means That a eel swims across the ocean floor. I think he's meaning that the currents in the water look like eels, because of the way they are moving.

② When they said they caught the wind. The author ment they caught the wind in the sail and the kept on going really fast! Untill they beat everyone to land! They did, They won the race together! (They really didnt catch the wind in their hands!)

DO NOT GO ON UNTIL YOU
ARE TOLD TO DO SO.

Score Point: 4

PLEASE DO NOT WRITE IN THIS AREA



544953

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what ec

ESPA Language Arts

Item: 7

Score: 4

Sample #: 2

Write your answer on the lines below

The author uses descriptive words to make the story come alive. One of them is stars glittered like foam on the crest of a wave. I means the stars glittered brightly and beautifully. Another one is the wind is a great power. One minute it would sleep the next it would roar. That means it would slow down on but the next minute it could move so powerfully it could sweep you off your feet. I like the way the other used different words to describe different things.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

Page 20

PLEASE DO NOT WRITE IN THIS AREA



597847

7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes "dancing waves" and describes the reef that has "jagged teeth as sharp as a shark's." Find two examples like these, and list them. Explain what e

ESPA Language Arts

Item: 7

Score: 4

Sample #: 3

Write your answer on the lines below

"The currents that moved like eels, beneath the green water." I think this means that the water was calm and the currents were only small ripples in the water. "As the matting unfurled it billowed in the wind and looked like the round stomach of the king." I think this means that the wind was blowing so hard that the matting was flying out in the wind, and as the matting was blowing about it took shape of the king's stomach.



6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bar

ESPA Language Arts

Item: 13

Score: 0

Sample #: 1

Write your answer on the lines below.

I would help my friend with it and tell him what to do.



- ## ESPA Language Arts

Item: 13

Score: 0

Sample #: 2

If I had to explain how to do a bark rubbing to a friend? I would start by telling her what she needs. Then I would tell her what she needs to do step by step.



6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below.

Item: 13

Score: 0

Sample #: 3

01 8535-00251

Frist you will need those tools
Leaves, thick paper, tacks,
Wax Crayons, then take the paper
and take the Leaves. Next put the
Leaver under the paper, take the
Crayon Color it Nicely Not here.



6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below.

Item: 13

Score: 1

Sample #: 1

Take a wax crayon and put
paper on the tree the color
of the paper and the Glue
leaves to it.



6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below.

Item: 13

Score: 1

Sample #: 2

Well the main thing is you must
rub the bark and put paper
on the tree and it must be a nice
day outside to bark rubbing. Different
patterns shapes and really views to
do it. And then match it then
you got it.

6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below

Item: 13

Score: 1

Sample #: 3

I would show them like this before you go and rubb a tree ask a grownup to go with you. Have all your mittriells ready and handy. When you put the tacs on the tree rub the paper with a big waxed crayon. Rubb the paper neatly then you take off the tacs off carefully then you have a rubbed paper.

- ## ESPA Language Arts

Item: 13

Score: 2

Sample #: 1

I pinned a sheet of thick paper onto a tree with knobby bark. Then I rubbed a wax crayon over it. I didn't rub hard, because if I did, the paper will rip.

6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below

Item: 13

Score: 2

Sample #: 2

I would tell them this:
First got tacks and a
sheet of paper. Put the paper
and tacks on the tree.
Second got a waxed crayon
and color on it. Last but
not least give it to your
friend. Thank you, Gracias.

6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below.

Item: 13

Score: 2

Sample #: 3

First I got all of my materials. I needed wax crayons, paper, thumb tacks and leaves. Second, I found a tree and tacked the paper to the tree. Third, I picked a wax crayon and colored on the paper. Last, I took the paper off the tree and I had a bark rubbing.

6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below.

Item: 13

Score: 3

Sample #: 1

I would tell my friend that I took a piece of paper and I put some tape on so it won't fall from the tree. Then I will take a wax crayon and rub with the crayon but don't put the paper tight on the tree. After that I will take a leaf and I will get a paper and rub it. Then you will find the pattern. Also, you have to put the of the leaf.

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TURN TO THE NEXT PAGE. 

PLEASE DO NOT WRITE IN THIS AREA



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3

(5)

6. Imagine that you have completed a bark rubbing and would like to explain the activity to a friend. Write a summary in your own words telling your friend how you did the bark rubbing.

ESPA Language Arts

Write your answer on the lines below

Item: 13

Score: 3

Sample #: 2

To do a bark rubbing you will need a wax crayon, some leaves, and some sheets of white paper. Find a tree with some knobby bark. Pin a piece of paper with some tack. ~~Second~~ you rub a wax crayon over the paper. Rub very hard but not ~~to~~ hard to make the pattern. Make bark rubbings from different trees. Next let your friend choose the one they like best. Ask them to make rubbings of the leaves.

Item: 13

Score: 3

Sample #: 3

6. Imagine that you have completed a bar graph. Explain the activity to a friend. Write a paragraph telling your friend how you did the bar graph.

Write your answer on the lines below.

First, I took a piece of white construction paper tacked it to a tree. Next, I took some wax crayons and started to rub the crayon on the paper. Don't press the crayon on the paper too hard cause the paper will tear. Next, take the tacks out the paper but use and adults help. Then you will have the tree bark pattern on the paper. On that side then maybe you could do the leaves.



03 8552-00251

ESPA Language Arts
Item: 13
Score: 4

A “4” response would identify an item and offer a specific, detailed explanation for that choice based on the texture and appearance of the chosen item. Alternatively, a “4” explanation might focus on the similarities and/or differences between the procedure described for bark rubbings and that needed for the item chosen. The response would indicate awareness of the need for pertinent cautionary information, specific lists of materials, and other features of this passage. The description of the finished project would make clear the student’s understanding that a finished product would reveal texture and patterns. Finally, a “4” response would always make explicit connections to the ideas and information in the text as well as to the student’s experience.

Item: 14

Score: 0

Sample #: 1

7. Which of the following items would make a good rubbing?

ITEMS		
grass	sand	truck tire
rose bud	rocks	cement sidewalk
coins	lace fabric	baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

I pick coins because it's a lot easier to rubbing.

If you have time, you may review your work in this section only.



Item: 14

Score: 0

Sample #: 2

7. Which of the following items would make a good rubbing?

ITEMS

grass

sand

truck tire

rose bud

rocks

cement sidewalk

coins

lace fabric

baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

grass because grass is
easy to pull from the
ground.

If you have time, you may review your work in this section only.

Page 18

CLOSE YOUR
TEST BOOKLET.

7

8590 - 00379

7. Which of the following items would make a good rubbing?

Item: 14

Score: 0

Sample #: 3

ITEMS

grass

sand

truck tire

rose bud

rocks

cement sidewalk

coins

lace fabric

baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

truck tire, cement sidewalk,
baseball cards, lace fabric,
coins,



If you have time, you may review your work in this section only.

Item: 14

Score: 1

Sample #: 1

7. Which of the following items would make

ITEMS

grass

sand

truck tire

rose bud

rocks

cement sidewalk

coins

lace fabric

baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

baseball cards because
 it's flat not too
 big and the
 only way you
 can tear it is
 you have to.

If you have time, you may review your work in this section only.

CLOSE YOUR
TEST BOOKLET.

10

8590-00387

Item: 14

Score: 1

Sample #: 2

7. Which of the following items would make

ITEMS

grass

sand

truck tire

rose bud

rocks

cement sidewalk

coins

lace fabric

baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

The coin because it has a picture indented so it would be easier to trace. The finished project will look like a coin.

If you have time, you may review your work in this section only.

CLOSE YOUR
TEST BOOKLET.

Item: 14

Score: 1

Sample #: 3

7. Which of the following items would make a good rubbing?

ITEMS

grass

sand

truck tire

rose bud

rocks

cement sidewalk

coins

lace fabric

baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

I would use a truck tire. It would make a good rubbing because it would look next. I would get paper and a crayon and draw over it. It would look like a round circle. It would be black.



If you have time, you may review your work in this section only.

Item: 14

Score: 2

Sample #: 1

7. Which of the following items would make a good rubbing?

ITEMS		
grass	sand	truck tire
rose bud	rocks	cement sidewalk
coins	lace fabric	baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

The sidewalk would be easy because it is hard. I would use a wax crayon to do the rubbing. My paper would have lines and bumps. I think that the sidewalk would be easiest to make a good rubbing.

If you have time, you may review your work in this section only.

CLOSE YOUR
TEST BOOKLET.

Item: 14

Score: 2

Sample #: 2

7. Which of the following items would make

ITEMS		
grass	sand	truck tire
rose bud	rocks	cement sidewalk
coins	lace fabric	baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

I think the lace pattern would make a good rubbing, because lace is uneven, and has holes. What I would do to do the rubbing is put the lace on a hard surface put paper over it and use a crayon to rub. The finished project would look just like the lace pattern.

If you have time, you may review your work in this section only.

Page 18

CLOSE YOUR
TEST BOOKLET.

(29)

8562-00726

Item: 14

Score: 2

Sample #: 3

7. Which of the following items would make a good rubbing?

ITEMS		
grass	sand	truck tire
rose bud	<u>rocks</u>	cement sidewalk
coins	lace fabric	baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

a rock would make a good rubbing because they have different textures. First, I would cover the rock completely. Then I would take a wax crayon and rub it on the paper where the rock is. Next, I would write the name of the rock and the date on the piece of paper. Last, I would look at the picture and see if it came out clearly. My finished project would look like this:



If you have time, you may review your work in this section only.

Item: 14

Score: 3

Sample #: 1

7. Which of the following items would make

ITEMS		
grass	sand	truck tire
rose bud	rocks	cement sidewalk
coins	lace fabric	baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

I think the coin would make a good rubbing because it has a lot of bumps on it and that will make it clearer to see. I would do the rubbing by place a sheet of paper over the coin and then take a pencil ^{place it on its side} and rub it over the coin. The finished project will hopefully turn out to look like whatever the coin does. It will have the same markings.

If you have time, you may review your work in this section only.



Item: 14

Score: 3

Sample #: 2

7. Which of the following items would make

ITEMS

grass

sand

truck tire

rose bud

rocks

cement sidewalk

coins

lace fabric

baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

I would use coins to make a rubbing. It would make a good rubbing because there would be lots of textures, so there would be buildings, faces, and eagles.

In order to do the rubbing I would get a pile of coins and put them somewhere. Then I'd get a paper and wax crayon. I'd put the paper over and use the crayon lightly so it would show up.

The finished project would have faces, birds and buildings and I would make a pile of coins.

If you have time, you may review your work in this section only.



Item: 14

Score: 3

Sample #: 3

7. Which of the following items would make a good rubbing?

ITEMS

grass

sand

truck tire

rose bud

rocks

cement sidewalk

coins

lace fabric

baseball cards

- Choose one and tell why it would make a good rubbing.
- Explain how you would do the rubbing.
- Describe what the finished project would look like.

Write your answer on the lines below.

a truck tire because they have many kinds of designs. You would pin a piece of paper on the tire and color wax on the paper. It would look like 3D because the tire has parts that go down into the tire. You couldn't press too hard or the paper will rip on the part of the tire that goes down.

If you have time, you may review your work in this section only.



ESPA Language Arts

Item: 14

Score: 4

A “4” response would provide a solid, detailed summary of the procedure and include in that summary any pertinent cautionary information, such as the need for adult supervision or use of appropriate pressure to avoid tearing the paper. In addition, a “4” response would provide the friend with a context for doing the bark rubbing. For example, a “4” might compare or contrast the activity to a previously enjoyed one or link the activity to specific interests or experiences that would give purpose to doing it. Finally, a “4” response would always make explicit connections to the ideas and information in the text as well as to the student’s experience.